



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10121166
SAU: Bar Harbor School Department
School: Conners-Emerson School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

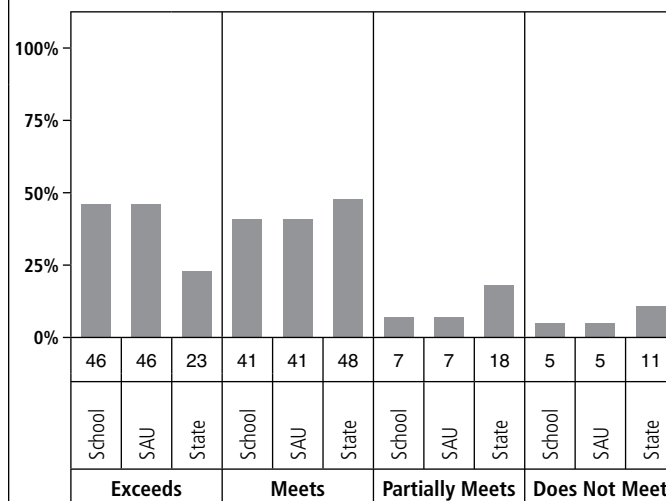
SAU: Bar Harbor School Department

School: Conners-Emerson School

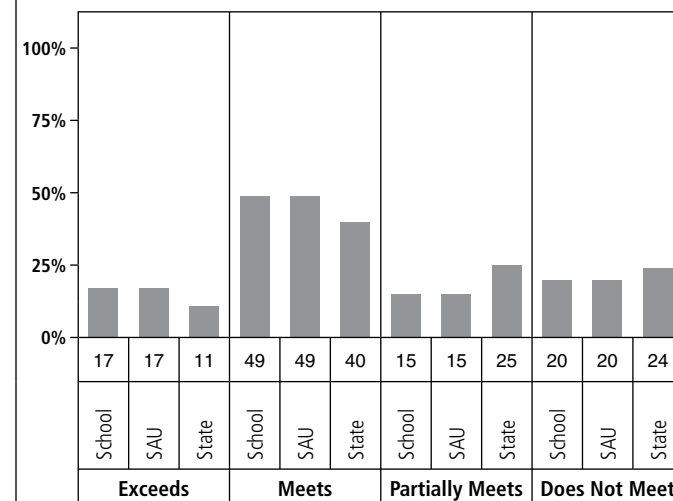
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	855	855	845
2006–2007	853	853	847
2007–2008	858	858	849
Cum. Avg. *	855	855	847
Mathematics			
2005–2006	847	847	840
2006–2007	845	845	842
2007–2008	846	846	841
Cum. Avg. *	846	846	841
Science & Technology			
2005–2006	849	849	846
2006–2007	851	851	847
2007–2008	856	856	847
Cum. Avg. *	852	852	847

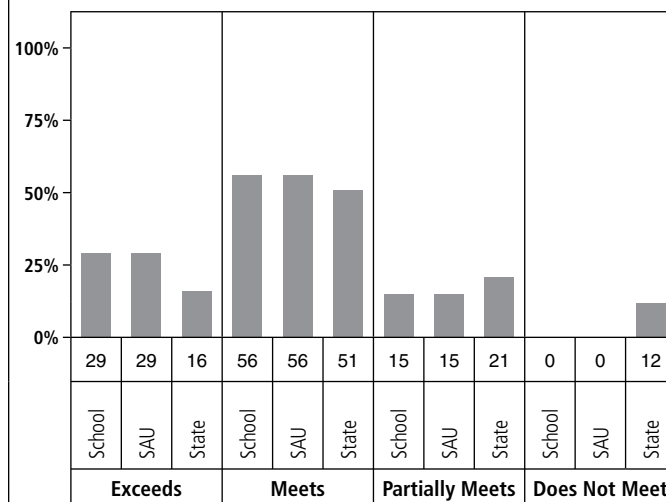
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	41	100	41	100	15274	100	41	100	41	100	15102	99	41	100	41	100	15097	99	41	100	41	100	15080	99						
Ethnicity	African American/Black						0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
	American Indian or Native Alaskan						0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
	Asian or Pacific Islander						0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
	Hispanic						0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
	Caucasian/White						41	100	41	100	14312	99	41	100	41	100	14302	99	41	100	41	100	14289	99						
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	3	7	3	7	2508	16	3	100	3	100	2446	98	3	100	3	100	2441	98	3	100	3	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	4	10	4	10	5420	35	4	100	4	100	5329	99	4	100	4	100	5324	99	4	100	4	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	38	93	38	93	12703	83	38	93	38	93	12694	83	38	93	38	93	12710	83						
Identified disability (PET/IEP)	0	0	0	0	437	3	0	0	0	0	421	3	0	0	0	0	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	1	3	1	3	229	2	1	3	1	3	231	2	1	3	1	3	230	2						
Participation with accommodations	3	7	3	7	2221	15	3	7	3	7	2227	15	3	7	3	7	2197	14						
Identified disability (PET/IEP)	3	100	3	100	1832	82	3	100	3	100	1844	83	3	100	3	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	14	33	14	33	2695	17
	2006-2007	13	28	13	28	2407	16
	2007-2008	19	46	19	46	3428	23
	Cum. Total*	46	35	46	35	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	19	45	19	45	6830	42
	2006-2007	24	51	24	51	7494	49
	2007-2008	17	41	17	41	7179	48
	Cum. Total*	60	46	60	46	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	7	17	7	17	3741	23
	2006-2007	4	9	4	9	3628	24
	2007-2008	3	7	3	7	2706	18
	Cum. Total*	14	11	14	11	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	2	5	2	5	3003	18
	2006-2007	6	13	6	13	1810	12
	2007-2008	2	5	2	5	1611	11
	Cum. Total*	10	8	10	8	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	41.6	74.3	41.6	74.3	36.9	65.9
Literary Text	28	50	20.6	73.6	20.6	73.6	18.3	65.4
Informational Text	28	50	21.0	75.0	21.0	75.0	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	19	46	17	41	3	7	2	5	858	41	46	41	7	5	858	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	41	19	46	17	41	3	7	2	5	858	41	46	41	7	5	858	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2269	3	24	32	42	833
No	38	19	50	15	39	3	8	1	3	859	38	50	39	8	3	859	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	41	19	46	17	41	3	7	2	5	858	41	46	41	7	5	858	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	4										4						5222	12	44	25	19	843
No	37	19	51	13	35	3	8	2	5	858	37	51	35	8	5	858	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	41	19	46	17	41	3	7	2	5	858	41	46	41	7	5	858	14917	23	48	18	11	849
Gender																						
Female	24	16	67	6	25	2	8	0	0	862	24	67	25	8	0	862	7198	30	48	15	7	853
Male	17	3	18	11	65	1	6	2	12	852	17	18	65	6	12	852	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						807	9	41	32	18	842
No	38	19	50	16	42	2	5	1	3	860	38	50	42	5	3	860	14117	24	49	17	10	850
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	869	6	83	17	0	0	869	592	71	28	1	0	867
No	35	14	40	16	46	3	9	2	6	856	35	40	46	9	6	856	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 8
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State															
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%			%	%	%	%	%	%	%	%		%	%
How much homework do you do on school nights?																																
A. none	5	0	0	2	100	0	0	0	0	844	5	0	100	0	0	844	9	10	39	24	26	841										
B. less than one hour	54	10	45	8	36	3	14	1	5	858	54	45	36	14	5	858	46	20	50	20	11	849										
C. one to two hours	39	9	56	6	38	0	0	1	6	860	39	56	38	0	6	860	41	28	49	15	7	852										
D. more than two hours	2	0	0	1	100	0	0	0	0	858	2	0	100	0	0	858	5	28	44	15	12	850										
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																																
A. The questions on the test match what I have learned in reading class.	44	8	44	7	39	1	6	2	11	855	44	44	39	6	11	855	33	31	48	14	7	853										
B. They match some of what I have learned.	39	7	44	7	44	2	13	0	0	859	39	44	44	13	0	859	53	21	51	19	9	849										
C. They match just a little of what I have learned.	17	4	57	3	43	0	0	0	0	862	17	57	43	0	0	862	11	14	41	25	20	844										
D. There is no match.	0										0						3	6	34	26	35	836										
Which of the following best describes how you rate yourself as a student in reading?																																
A. very good	27	7	64	4	36	0	0	0	0	862	27	64	36	0	0	862	31	42	44	8	6	857										
B. good	59	11	46	10	42	2	8	1	4	859	59	46	42	8	4	859	49	19	54	19	9	849										
C. fair	15	1	17	3	50	1	17	1	17	846	15	17	50	17	17	846	18	5	42	31	22	840										
D. poor	0										0						2	4	29	32	34	835										
How difficult was the reading part of this test?																																
A. harder than my regular schoolwork	28	6	55	3	27	1	9	1	9	857	28	55	27	9	9	857	15	16	44	22	18	845										
B. about the same as my regular schoolwork	33	6	46	6	46	0	0	1	8	858	33	46	46	0	8	858	65	23	49	18	9	850										
C. easier than my regular schoolwork	40	7	44	7	44	2	13	0	0	859	40	44	44	13	0	859	19	30	49	14	8	852										
How difficult were the reading passages on this test?																																
A. Most of the passages were more difficult than what I normally read.	5	1	50	1	50	0	0	0	0	853	5	50	50	0	0	853	9	8	33	28	31	838										
B. Most of the passages were about the same as what I normally read.	30	4	33	4	33	3	25	1	8	852	30	33	33	25	8	852	53	17	51	21	11	848										
C. Most of the passages were easier than what I normally read.	65	14	54	11	42	0	0	1	4	862	65	54	42	0	4	862	38	36	48	11	5	855										
How hard did you try on the reading part of this test?																																
A. I tried harder on this test than I do on my regular schoolwork.	28	6	55	3	27	0	0	2	18	855	28	55	27	0	18	855	43	23	48	19	10	849										
B. I tried about the same as I do on my regular schoolwork.	68	12	44	13	48	2	7	0	0	860	68	44	48	7	0	860	51	25	49	17	9	851										
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	50	0	0	1	50	0	0	846	5	50	0	50	0	846	6	9	43	24	23	842										
How much time do you spend reading at home each day?																																
A. more than one hour	22	6	67	3	33	0	0	0	0	863	22	67	33	0	0	863	18	31	47	13	9	852										
B. 20 minutes to an hour	73	12	40	14	47	3	10	1	3	857	73	40	47	10	3	857	41	28	49	15	7	852										
C. less than 20 minutes	2	0	0	0	0	0	0	1	100	822	2	0	0	0	100	822	13	20	49	18	12	848										
D. I rarely read at home.	2	1	100	0	0	0	0	0	0	862	2	100	0	0	0	862	28	12	47	26	16	844										
How do you feel about the following statement?																																
“My knowledge of reading will be useful to me as an adult.”																																
A. strongly agree	59	13	54	10	42	1	4	0	0	859	59	54	42	4	0	859	43	31	48	14	7	853										
B. agree	37	5	33	7	47	2	13	1	7	856	37	33	47	13	7	856	48	18	50	20	12	848										
C. disagree	5	1	50	0	0	0	0	1	50	849	5	50	0	0	50	849	6	11	43	24	21	843										
D. strongly disagree	0										0						2	6	36	32	26	839										
Optional school/SAU question																																
A.	0										0																					
B.	0										0																					
C.	0										0																					
D.	100	0	0	1	100	0	0	0	0	842	100	0	100	0	0	842																

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	9	21	9	21	1714	11
	2006-2007	9	19	9	19	1952	13
	2007-2008	7	17	7	17	1657	11
	Cum. Total*	25	19	25	19	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	16	38	16	38	5533	34
	2006-2007	20	43	20	43	5870	38
	2007-2008	20	49	20	49	5956	40
	Cum. Total*	56	43	56	43	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	10	24	10	24	4764	29
	2006-2007	8	17	8	17	3982	26
	2007-2008	6	15	6	15	3729	25
	Cum. Total*	24	18	24	18	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	7	17	7	17	4251	26
	2006-2007	10	21	10	21	3534	23
	2007-2008	8	20	8	20	3579	24
	Cum. Total*	25	19	25	19	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.9	55.6	8.9	55.6	8.4	52.5
Cluster 2: Shape and Size	14	25	6.8	48.6	6.8	48.6	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.3	66.3	5.3	66.3	4.6	57.5
Cluster 4: Patterns	18	32	10.7	59.4	10.7	59.4	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	7	17	20	49	6	15	8	20	846	41	17	49	15	20	846	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	41	7	17	20	49	6	15	8	20	846	41	17	49	15	20	846	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2265	1	14	22	62	824
No	38	7	18	20	53	6	16	5	13	849	38	18	53	16	13	849	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	41	7	17	20	49	6	15	8	20	846	41	17	49	15	20	846	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	4										4						5217	5	30	29	37	834
No	37	7	19	19	51	5	14	6	16	848	37	19	51	14	16	848	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	41	7	17	20	49	6	15	8	20	846	41	17	49	15	20	846	14914	11	40	25	24	841
Gender																						
Female	24	5	21	11	46	5	21	3	13	847	24	21	46	21	13	847	7199	11	40	26	23	841
Male	17	2	12	9	53	1	6	5	29	844	17	12	53	6	29	844	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						806	3	20	30	47	831
No	38	7	18	19	50	6	16	6	16	848	38	18	50	16	16	848	14115	12	41	25	23	842
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	866	6	67	33	0	0	866	592	58	39	2	1	864
No	35	3	9	18	51	6	17	8	23	843	35	9	51	17	23	843	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	0	0	1	50	836	5	0	50	0	50	836	9	5	30	23	41	833
B. less than one hour	54	3	14	10	45	4	18	5	23	843	54	14	45	18	23	843	46	10	40	26	25	840
C. one to two hours	39	4	25	8	50	2	13	2	13	851	39	25	50	13	13	851	41	14	42	25	19	843
D. more than two hours	2	0	0	1	100	0	0	0	0	856	2	0	100	0	0	856	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	46	6	32	7	37	2	11	4	21	851	46	32	37	11	21	851	30	17	43	22	18	845
B. They match some of what I have learned.	44	1	6	11	61	2	11	4	22	842	44	6	61	11	22	842	50	10	42	26	22	841
C. They match just a little of what I have learned.	7	0	0	2	67	1	33	0	0	844	7	0	67	33	0	844	17	6	32	29	33	836
D. There is no match.	2	0	0	0	0	1	100	0	0	840	2	0	0	100	0	840	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	2	22	4	44	3	33	0	0	857	22	22	44	33	0	857	26	29	46	14	11	851
B. good	59	5	21	12	50	2	8	5	21	847	59	21	50	8	21	847	45	7	46	27	20	841
C. fair	20	0	0	4	50	1	13	3	38	832	20	0	50	13	38	832	23	1	26	34	38	833
D. poor	0										0						5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	0	0	7	58	3	25	2	17	840	29	0	58	25	17	840	34	4	35	28	32	836
B. about the same as my regular schoolwork	49	4	20	8	40	3	15	5	25	845	49	20	40	15	25	845	52	10	43	26	21	842
C. easier than my regular schoolwork	22	3	33	5	56	0	0	1	11	858	22	33	56	0	11	858	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	31	1	8	6	50	2	17	3	25	841	31	8	50	17	25	841	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	64	6	24	13	52	3	12	3	12	851	64	24	52	12	12	851	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	50	0	0	1	50	829	5	0	50	0	50	829	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	10	0	0	1	25	2	50	1	25	833	10	0	25	50	25	833	9	6	38	27	29	837
B. two or three days a week	30	5	42	5	42	1	8	1	8	857	30	42	42	8	8	857	16	8	38	27	27	839
C. two or three times each month	23	0	0	7	78	0	0	2	22	842	23	0	78	0	22	842	28	12	41	27	21	843
D. never or almost never	38	2	13	7	47	3	20	3	20	845	38	13	47	20	20	845	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	65	5	19	13	50	3	12	5	19	847	65	19	50	12	19	847	38	14	42	23	21	843
B. two or three times a week	28	1	9	7	64	2	18	1	9	850	28	9	64	18	9	850	33	10	41	26	23	841
C. two or three times each month	5	1	50	0	0	0	0	1	50	840	5	50	0	0	50	840	18	10	36	27	27	840
D. never or almost never	3	0	0	0	0	1	100	0	0	832	3	0	0	100	0	832	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	54	4	18	14	64	2	9	2	9	852	54	18	64	9	9	852	54	14	44	23	18	844
B. agree	41	3	18	6	35	4	24	4	24	843	41	18	35	24	24	843	38	8	36	27	28	838
C. disagree	5	0	0	0	0	0	0	2	100	807	5	0	0	0	100	807	6	6	31	28	36	835
D. strongly disagree	0										0						2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	814	100	0	0	0	100	814						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	4	10	4	10	1879	12
	2006-2007	10	22	10	22	2192	14
	2007-2008	12	29	12	29	2371	16
	Cum. Total*	26	20	26	20	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	29	69	29	69	8604	53
	2006-2007	26	57	26	57	7916	52
	2007-2008	23	56	23	56	7630	51
	Cum. Total*	78	60	78	60	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	6	14	6	14	3618	22
	2006-2007	6	13	6	13	3340	22
	2007-2008	6	15	6	15	3175	21
	Cum. Total*	18	14	18	14	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	3	7	3	7	2174	13
	2006-2007	4	9	4	9	1865	12
	2007-2008	0	0	0	0	1731	12
	Cum. Total*	7	5	7	5	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.4	67.1	9.4	67.1	8.1	57.9
Cluster 2: Physical Sciences	14	25	8.3	59.3	8.3	59.3	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	9.7	69.3	9.7	69.3	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.5	67.9	9.5	67.9	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Bar Harbor School Department
 School: Conners-Emerson School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	12	29	23	56	6	15	0	0	856	41	29	56	15	0	856	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	41	12	29	23	56	6	15	0	0	856	41	29	56	15	0	856	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2258	3	29	31	37	836
No	38	12	32	22	58	4	11	0	0	856	38	32	58	11	0	856	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	41	12	29	23	56	6	15	0	0	856	41	29	56	15	0	856	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	4										4						5206	8	45	28	20	842
No	37	12	32	21	57	4	11	0	0	857	37	32	57	11	0	857	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	41	12	29	23	56	6	15	0	0	856	41	29	56	15	0	856	14900	16	51	21	12	847
Gender																						
Female	24	8	33	13	54	3	13	0	0	857	24	33	54	13	0	857	7196	14	52	23	12	847
Male	17	4	24	10	59	3	18	0	0	854	17	24	59	18	0	854	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						804	6	38	34	22	841
No	38	12	32	22	58	4	11	0	0	857	38	32	58	11	0	857	14103	16	52	21	11	848
Gifted/talented program																						
Yes	6	5	83	1	17	0	0	0	0	872	6	83	17	0	0	872	592	63	35	1	0	865
No	35	7	20	22	63	6	17	0	0	853	35	20	63	17	0	853	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Bar Harbor School Department
School: Conners-Emerson School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 54 39 2	0 4 8 0	0 18 50 0	1 14 7 1	50 64 44 100	1 4 1 0	50 18 6 0	0 0 0 0	0 0 0 0	845 853 861 848	5 54 39 2	0 18 50 0	50 64 44 100	50 18 44 0	0 0 0 0	845 853 861 848	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 46 29 0	1 7 4 0	10 37 33 0	7 8 8 0	70 42 67 0	2 4 0 0	20 21 0 0	0 0 0 0	0 0 0 0	851 856 859 0	24 46 29 0	10 37 33 0	70 42 67 0	20 21 0 0	0 0 0 0	851 856 859 0	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	5 44 49 2	1 9 1 1	50 50 5 100	1 8 14 0	50 44 70 0	0 1 5 0	0 6 25 0	0 0 0 0	0 0 0 0	867 862 848 866	5 44 49 2	50 50 5 100	50 44 70 0	0 6 25 0	0 0 0 0	867 862 848 866	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15 63 23	2 5 5	33 20 56	3 15 4	50 60 44	1 5 0	17 20 0	0 0 0	0 0 0	852 853 863	15 63 23	33 20 56	50 60 44	17 20 0	0 0 0	852 853 863	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	24 68 7	5 6 1	50 21 33	4 17 2	40 61 67	1 5 0	10 18 0	0 0 0	0 0 0	862 853 859	24 68 7	50 21 33	40 61 67	10 18 0	0 0 0	862 853 859	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	28 23 18 31	1 3 3 4	9 33 43 33	5 5 4 8	45 56 57 67	5 1 0 0	45 11 0 0	0 0 0 0	0 0 0 0	848 858 859 858	28 23 18 31	9 33 43 33	45 56 57 67	45 11 0 0	0 0 0 0	848 858 859 858	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	20 66 15 0	4 7 1 0	50 26 17 0	3 16 4 0	38 59 67 0	1 4 1 0	13 15 17 0	0 0 0 0	0 0 0 0	864 854 850 0	20 66 15 0	50 26 17 0	38 59 67 0	13 15 17 0	0 0 0 0	864 854 850 0	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	10 41 41 7	1 8 3 0	25 47 18 0	2 8 10 3	50 47 59 100	1 1 4 0	25 6 24 0	0 0 0 0	0 0 0 0	855 862 851 846	10 41 41 7	25 47 18 0	50 47 59 100	25 6 24 0	0 0 0 0	855 862 851 846	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	0 0 0 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	838 0 0 838	0 0 0 100	0 0 0 0	0 0 0 100	0 0 0 0	0 0 0 0	838 0 0 838						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number